

# HUM 190: Honors Forum

## FALL 2009

HONORS Sections AA-15556: August 24 – December 18 M 9-9:50 a.m. LSA 136  
AB-15558: August 26 – December 18 W 9-9:50 a.m. LSA 136  
AC-15560: August 28 – December 18 F 9-9:50 a.m. LSA 136

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### I. COURSE DESCRIPTION

This course is an interdisciplinary study of selected issues confronting the individual and society. The course content is comprised of formal lectures followed by informal discussions with outstanding scholars and social leaders, supplemented by readings and pre- and post-forum discussion and critique.

Additionally, this specific course offering is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course integrates readings from the humanities, experiential exercises, films, and contemporary readings on leadership.

**Prerequisites:** Admission to the College Honors Program or permission of the instructor.

### II. COURSE MATERIALS

- *Phi Theta Kappa Leadership Development Studies: A Humanities Approach* (4<sup>th</sup> ed.).

### III. COURSE GOALS

MCCCD Official Course Competencies:

1. Prepare written and oral summaries that: A) Accurately and concisely reflect important points in reading assignments and in formal lectures; B) Summarize major arguments and conclusions; C) Criticize the arguments of lecturers and fellow students; D) Present and defend personal conclusions.
2. Distinguish between rational conclusions and value judgments.
3. Synthesize the semester's concepts and conclusions in a paper which: A) Accurately summarizes the sources and scope of the issue addressed during the semester; B) Compares and contrasts the rational, perspective and conclusions of the authors and lecturers; C) Develops, clearly defines and adequately defends personal conclusions about the issue.
4. Orally present and defend the major rationale and conclusions of the written paper.

The curriculum of *Phi Theta Kappa Leadership Development Studies* is designed to enable students to:

- Develop a fundamental understanding of leadership and the skills manifest in effective leaders.
- Identify their personal leadership assumptions and philosophy, and enhance self-awareness.
- Demonstrate effective techniques and strategies for articulating a vision.
- Understand the steps involved in setting goals.
- Discuss the complexities inherent in ethical leadership.
- Articulate their personal leadership values.
- Employ the processes involved in effective decision-making.
- Recognize the different types of conflict and appreciate the role a leader can play in managing conflict.
- Learn team-building strategies and engage in team-building activities.
- Comprehend the concept of empowerment and the techniques of effective leaders to empower others.
- Express the methods leaders can use to initiate change and help others adjust to change.
- Expand their awareness of leadership to include the concept of servant-leadership.
- Improve their leadership abilities.

## IV. COURSE REQUIREMENTS AND PROCEDURES

Satisfactory completion of this course **REQUIRES** the following:

### A. Attendance

The learning process is an interactive process that often involves not only the instructor's lecture but the questions and answers that arise from the people who make-up the class. Thus, attendance will be taken **every** class. If you enter the classroom after the class begins or if you leave the class before we have concluded, you will be marked as missing ½ of a class. If you are asked to leave class for inappropriate behavior (i.e., not being prepared for class, being disruptive, etc.), you will be marked absent for the day. Students who accumulate more than **TWO** absences (except official absences as listed in the student handbook) will be dropped from the individual course. The three individual courses build upon on another; thus, registration in, and completion of, all three individual courses is **STRONGLY** encouraged. **Dropped students will not be reinstated.**

If you wish to be withdrawn from the class, you should present a withdrawal slip to your instructor. **DO NOT JUST STOP COMING TO CLASS!!** Submitting a completed withdrawal form to your instructor is the only guaranteed way of officially withdrawing from the class. Students who do not withdraw themselves by the student-initiated deadline will be given the grades they earn. Please remember that each section is technically a separate course with separate grades, etc., though they will be taught akin to a single, three credit course.

**Students will be required to attend at least one of the Honors Forum Lecture Series presentations this semester:** September 16 at 7:00 PM at the Phoenix College Bulpitt Auditorium or October 21 at 7:00 PM in the GCC Student Union. These lectures are free and open to the public. If a student is unable to attend one of these lectures, he/she must contact the instructor before October 21 for an alternate assignment.

## B. Assignments

Students must read and study the text PRIOR to coming to class. Prior exposure to the material will increase the knowledge that you take away from that class session and permit you to contribute to class discussion.

Additionally, all writing assignments must be **typed, double-spaced, and stapled with your name on each page of the document. Work discussing illegal behavior and/or sensitive personal material will not be accepted.**

Further, it is imperative that you not fall behind with the assignments. As such, late assignments are **NOT** permitted. All assignments are due no later than 4:30pm on the due date, and if the assignment is not submitted in class, it must be date/time stamped in the Honors Program Office. Absenteeism does not excuse late papers.

## C. Extra Credit

There may be extra credit items during the semester. These will be announced in class. Included in these may be one or more of the following: unannounced pop quizzes, in-class work, and attendance/participation bonus points. Extra credit only will apply if you are in class at the time it is presented.

## D. Expectations

The instructor has certain expectations for your behavior during this semester. Meeting these expectations make for a better learning environment for everyone. Therefore, you are expected to:

- Acquire the materials needed for this class **before the start of the second class session.**
- Attend class on a regular basis (see Attendance).
- Be ready for class by the start of the class time and stay until class is finished.
- Turn off any pagers and cell phones when in class. **These devices must be kept out of sight.**
- Bring ID, pens, paper and text to class.
- Avoid personal "chit-chat" during lecture and writing time.
- Demonstrate personal integrity.
- Be polite to and considerate of your fellow classmates.

## V. GRADING

### A. Grading Policy

Students "Contract" for a Grade level in each of the three individual sections:

#### "C" Level

1. Attend class regularly.
2. Read assignments.
3. Participate in class activities.
4. Complete leadership journal assignments.
5. Submit a 1-3 page paper on personal leadership philosophy.
6. Submit all assignments on time.

#### "B" Level

1. Complete all "C" level requirements.
2. Participate in *Shadow A Leader* project. Meet with leader at least once each section and submit a

report.

### **"A" Level**

1. Complete all "B" level requirements.
2. Participate in one approved leadership project and submit report.

### **"A+" Level (not distinguished as such on the transcript)**

1. Complete the requirements for a Certificate of Recognition for Achievement in Applied Leadership Development Studies. (Pages 538-540 in the Student Text).
2. Submit the complete Application for a Certificate of Recognition for Achievement in Applied Leadership Development Studies.

### Grading

- |                                  |       |
|----------------------------------|-------|
| 1. Leadership Project            | (25%) |
| 2. Journal                       | (25%) |
| 3. Personal Leadership Portfolio | (25%) |
| 4. Shadow A Leader Project       | (25%) |

90—100% = A      80—89% = B      70—79% = C      60—69% = D      Below 60% = F

## **VI. OTHER IMPORTANT POLICIES**

### **A. Taping Policy**

It is the opinion of your instructor that taping entire lectures is a poor substitute for good note taking and class participation. However, there are some justifiable reasons for taping a lecture. If you have a reasonable need to tape lectures, please ask for permission.

### **B. Disability Statement**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, you need to notify the Disability Services and Resource office located in TDS 100.

### **C. Academic Dishonesty**

Students are expected to do their own assignments. The instructor is available during office hours, via e-mail or telephone, and during class hours to help students with any problems or difficulties with their assignments.

**Plagiarism is the use of material written by someone other than the student and not documented with quotation marks and in-text citations. Plagiarism can also mean handing in a paper written by someone other than the student who hands it in.** Students are expected to know what plagiarism is and to avoid it.

Any student who fails to provide appropriate documentation throughout the assignment or who copies a few words without documentation will receive a "0" for that assignment.

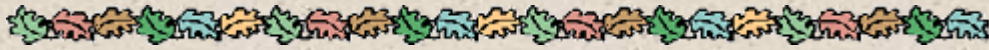
**Any student who is found to have plagiarized (by using or copying substantial portions of someone's work without documentation, by leaving major paraphrase or summary undocumented, or by having someone else write a substantial portion of an assignment) and knew or should have known of the plagiarism will receive an "F" for the course.**

## **D. Incomplete grades**

An "I" grade will be given only for situations involving *serious personal emergency or lengthy personal illness*. An "I" grade will be given only when ALL of the following conditions are met:

1. The student must have completed 3/4 of the course requirements with a passing grade.
2. The student must request an incomplete prior to the last class.
3. A written contract must be filled out and signed indicating what work must be completed and the scheduled completion date. The contract must be filled out and signed no later than the last class session.

**It is very important that you read and understand other policies (withdrawal dates, fees, etc.) that are in the Glendale Community College course catalog.**



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HONORS Sections AA-AC: August 24 – December 18 MWF 9-9:50 a.m. LSA 136

*Course content may vary from this outline to meet the needs of this particular group.*

- Week 1**      **Unit One: Developing a Personal Leadership Philosophy**  
Ice Breakers, Course Requirements (participation, Journal, etc.)  
General dialogue of leadership concept/theories/philosophies  
Exercise: Assumptions About People  
Film Study: *Twelve O'Clock High*  
Assign Classic Case, Leadership Profile, Readings, and Type Talk exercise
- Week 2**      **Unit One: Developing a Personal Leadership Philosophy**  
Dialogue of assigned Readings and Exercise  
Shared-analysis of Readings with Classic Case and Leadership Profile  
*The Philosopher King* – Plato  
*Simon Bolivar* -- Plutarch  
Assign Readings from Unit Two
- Week 3**      **Unit Two: Leading by Serving**  
General dialogue of servant-leadership  
Dialogue of assigned Readings  
Shared-analysis of Readings with Classic Case and Leadership Profile  
*Journey to the East* – Hermann Hesse  
*Narrative of Harriet Tubman* – Charles L. Blockson  
Film Study: *Hotel Rwanda*  
Exercise: What is Your Philosophy of Service?
- Week 4**      **Unit Three: Understanding Ethical Leadership**  
General dialogue of ethics  
Dialogue of assigned Readings  
Shared-analysis of Readings with Classic Case and Leadership Profile  
*Billy Budd* – Herman Melville (may use film excerpt)  
Confucius – Excerpts from *The Analects*
- Week 5**      **Unit Three: Understanding Ethical Leadership**  
Exercise: Whom to Choose: Values and Group Decision Making  
Film Study: *Miss Evers' Boys*  
Assign Readings from Unit Five
- Week 6**      **Unit Four: Articulating a Vision**  
General dialogue of articulating a vision  
Dialogue of assigned Readings  
Shared-analysis of Readings with Classic Case, Leadership Profile,  
and Reflect-Focus selection  
*Henry V* (may use film excerpt)  
"I Have a Dream" (may use film footage)  
*Gettysburg Address*  
Film Study: *Iron Jawed Angels*  
Exercise: Hollow Square
- Week 7**      **Unit Five: Team Building**  
General dialogue of team building process  
Dialogue of assigned Readings  
Shared-analysis of Readings with Classic Case and Leadership Profile  
*The Grapes of Wrath* – John Steinbeck  
Cesar E. Chavez  
Film Study: *Remember the Titans*  
Exercise: Lego Creature, Saving Humpty Dumpty, or Toxic Waste Dump
- Week 8**      **Unit Six: Leading with Goals**  
General dialogue of goal setting process  
Dialogue of assigned Readings

- Shared-analysis of Classic Case and Leadership Profile  
*Pygmalion* – George Bernard Shaw (may use film excerpt)  
*Narrative of the Life of Frederick Douglass*  
 Film Study: *Apollo 13*  
 Exercise: Setting Goals for your Community
- Week 9**      **Unit Seven: Making Decisions**  
 General dialogue of decision-making process  
 Dialogue of assigned Readings  
 Shared-analysis of Readings with Classic Case and Leadership Profile  
*Huckleberry Finn* – Mark Twain  
 Chief Joseph  
 Film: *Thirteen Days*  
 Exercise: Twelve Angry Men
- Week 10**      **Unit Eight: Guiding Through Conflict**  
 General dialogue of conflict and readings on conflict  
 Shared-analysis of Readings with Classic Case and Leadership Profile  
*The Iliad* – Homer  
 Chimate Chumbolo  
 Exercise: Iliad Skit  
 Film Study: *Crash*
- Week 11**      **Unit Nine: Initiating Change**  
 General dialogue of the change process  
 Dialogue of assigned Readings  
 Shared-analysis of Readings with Classic Case and Leadership Profile  
*Allegory of the Cave* – Plato  
 Elizabeth Cady Stanton and Susan B. Anthony  
 Film Study: *Schindler's List*  
 Exercise: Spacejam
- Week 12**      **Unit Ten: Empowering Others**  
 General dialogue of empowering and delegating  
 Dialogue of assigned Readings  
 Shared-analysis of Readings with Classic Case and Leadership Profile  
*Antigone* – Sophocles  
 Nelson Mandela  
 Film Study: *Norma Rae*  
 Exercise: Shaping the Future
- Week 13**      **Unit Eleven: Exploring the History of Leadership Studies**  
 General dialogue of the history of Leadership Studies  
 Dialogue of assigned Readings, Classic Case and Leadership Profile  
 Film Study: Elizabeth  
 Exercise: Developing a Theory of Leadership
- Weeks 14-16**      **Shadow the Leader (or Leadership Project/Service Learning) reports and dialogue**